

## GIBAULT SCHOOL FOR BOYS

DO NOT CIRCULATE

5901 DIXIE BEE ROAD

TERRE HAUTE, INDIANA  
47802FOUNDED BY  
KNIGHTS OF COLUMBUS  
OF INDIANA - 1921DIRECTED BY  
BROTHERS OF HOLY CROSS

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PROGRAM SUMMARY AND ADMISSION PROCEDURES

**HISTORY AND PHILOSOPHY:** In 1909 the need for a "school for wayward boys" and the obligation of Catholics throughout the State of Indiana to support such a school became evident to a group of Knights of Columbus. In 1911, at their State Convention, the Knights took the first step leading to the eventual opening of Father Gibault School for Boys in 1921. These were the times Catholics, nationwide, were active in establishing schools and social agencies for the benefit of the poor, the neglected and, in the case of Gibault, the delinquent. Initially, Gibault was for boys from Indiana of the Catholic faith. Admission requirements have changed over the years. Today, Gibault operates on a total non-discriminatory admission policy.

Father Gibault School for Boys is a behavior modification institution directed by a Board of Trustees made up mostly of Knights of Columbus from the State of Indiana. The School has a licensed capacity of 125 boys. During Gibault's first 50 years, several changes have taken place and yet the original intent of the Knights of Columbus of 1909 is still being fulfilled.

Gibault came into being as a treatment institution for delinquent and pre-delinquent boys. Several factors had to be evident about a boy to be admitted to Gibault 50 years ago and these factors are still uppermost in consideration for admission today. The boy has to be exhibiting behavior that is unacceptable to the community. There has to be evidence that he is still in the formulative stages in his personality development. He needs to be capable of taking advantage of our remedial education program.

Gibault is a structured institution with clearly defined goals. We are not a permissive institution. We deal with boys who have exhibited behavior which needs immediate correction if they are to get along as participating members of society. We feel that this type of boy needs structure in his life.

With the belief that the boy's past behavior is evidence of inadequacies within his home, his community, his life style or within himself, we have structured our program to meet all his basic needs; physical, social and psychological. We utilize the latest knowledge in psychology and psychiatry conforming to our overall philosophy. We believe that our superimposed structure protects the boy from himself by not permitting continuation of his previous behavior. We appropriately use rewards and punishments to teach the reality of this structure. While under this overall protective structure, the boy is exposed to the

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several meaningful areas within the program. The goal of each area is to confront the boy with the need to make decisions about developing a proper value system in his own life. In keeping with his own individual and unique way of using his God-given talents, he is encouraged to develop new and acceptable behavior patterns.

Gibault emphasizes an environment with a treatment orientation for its program. It is structured to direct a boy's interests toward healthy and realistically attainable goals. A boy senses from the start that he is welcome at Gibault. The School provides for his basic needs of nutritious diet, proper clothing, comfortable and ample sleep, regular exercise, medical and dental attention. All these give the boy a feeling of well-being. There are several components of the program to carry out the milieu philosophy.

GROUP LIVING: The ability to live with others is a requirement to get along in society. Group living is designed to strengthen the acceptance of responsibilities such as: proper care of clothing, contributing to wholesome standards of housekeeping, sharing accommodations, and enjoying companionship. Some staff members share living facilities with the boys. This allows for character and personality development. Living in large groups is not conducive to individual growth. Thus, Gibault is replacing its large dormitories with smaller living units to provide a more natural setting for experiences of living with others and having rights mutually respected.

ACADEMIC PROGRAM: Gibault intends to make education an enjoyable and satisfying experience. Gibault employs the ungraded school system wherein a boy works at his own level with a full academic program individualized for a boy to move ahead at his own rate. Classes are small units of eight to twelve boys. Certified teachers, audio-visual aids, proved techniques, remedial teaching, and periodic assessment of a boy's progress all help to provide a positive educational experience.

RELIGIOUS PROGRAM: Gibault is Christian in its concepts; man's destiny and dignity and his responsibility for his behavior motivates the entire milieu philosophy. A resident chaplain guides the religious program. A beautiful chapel is centered on the campus. A minister conducts services for Protestant boys on Sunday. Gibault strives to make religion meaningful and purposeful so that moral principles will be a part of a boy's life and incorporated into his daily living.

RECREATION AND LEISURE TIME: Gibault boys have a need to be kept active and busy. We emphasize intramural sports and proper use of leisure time. A staff of trained recreation workers under the direction of a program supervisor operates the intramural program in all the major sports where all boys participate. A latitude of interests are provided during leisure time both indoors and out, allowing for hobbies, constructive pastimes and diversions to take root. In its rural setting the school has exceptional opportunities for out-of-door activities, including fishing in our own lakes.



REWARDS AND PUNISHMENT: In its reality oriented program, Gibault intends for a boy to learn that there is reward for acceptable effort and action, and there is a price to pay for behavior which denies the rights of others. A systematic appraisal of a boy's effort, conduct and attitude shows how well he is adjusting and gaining inner controls and achieving. He is rewarded for growth in these areas. For performance within a boy's own range of ability and agility in the major sports, suitable rewards are given.

WORK: The school believes that work serves a variety of purposes: promotes health, encourages responsibility, develops habits of industry (perhaps marketable skills), and grants a change of pace. The buildings and spacious grounds provide the areas for work, all under the direction of a supervisor so that a boy may learn to appreciate the results of his efforts. Times for work are scheduled during out-of-school hours.

COUNSELING: Gibault has a staff of professional counselors and social workers with extensive experience in the treatment of delinquents. Interviews are designed to make a boy aware of his attitudes, to realize his strengths and weaknesses, to give him support and to have him view and plan his future realistically. Gibault also utilizes group discussions designed to specific goals. A consulting psychiatrist guides the efforts of counselors and staff members. All counselors receive professional supervision in effecting treatment plans designed to fit each boy's individual needs. Counseling has the primary aim of helping the boy to accept the responsibility and the consequences of his own behavior.

TRANSITION PROGRAM: Boys who have progressed to the point where they no longer need the structure and control of the institutional program, with approval of the placing agency, are afforded the opportunity of participating in Gibault's Transition Program. The purpose of this program is to provide a treatment atmosphere that is similar to that which a boy could expect to have in his own home and community, in order to give him the opportunity to demonstrate his responsibility for his own behavior in society. Six boys reside with a houseparent in a cottage on campus. Eight boys, under the care of a husband and wife team, reside in our group home located in a residential section of Terre Haute. Boys in the Transition Program ordinarily attend Terre Haute schools and are encouraged to participate in school and community activities.

#### GIBAULT'S CREED

We believe that every aspect of the program at Gibault is an integral part of the total. However, the unified whole is greater than the sum of all the parts. There is a Gestalt of Gibault based on this belief. We believe that the basis of the entire program at Gibault is our conviction that behavior is purposeful. We believe that man has the need to be in control of his behavior in an acceptable and meaningful manner. We believe that behavior patterns are learned and are greatly dependent upon social and physical condition. We believe that given proper environment and treatment, a boy is capable of changing his way of life. We believe in the dignity of man, the unique value of the individual and the proper relationship of man to God.

#### CRITERIA FOR ADMISSION:

1. The primary purpose of the school is to serve boys who are presenting behavior problems at home, in school, or in the community. We are not a long-term child care facility serving homeless boys or boys in need of long-term treatment. We consider the applications of boys who can benefit from our rather intensive program; boys who demonstrate poor impulse control and are in need of a well structured program and setting.
2. Boys considered for admission must be between the ages of 10 years and 16 years and 2 months at the time of admission.
3. Academically, the boys must be in at least the fifth grade and not have received any credits in grade 10.
4. The child must fall within the average range of mental ability. We cannot consider a child whose I.Q. is below 80.
5. We do not accept children for admission who suffer from severe emotional disturbance which will require psychiatric care. In this category, we do not consider boys who demonstrate a pattern of deviant sexual behavior, fire-setting, or excessively long-term or severe delinquent behavior.
6. We accept referrals and applications from juvenile courts, state and local welfare departments, and other licensed child placing agencies. We are dependent on the professional recommendation of the child placing agency regarding the need of the child to be institutionalized. The placing agency must assume financial responsibility for the boy. As a matter of policy, we do not accept application for admission directly from parents or other interested people -- only from a licensed child placing agency. A court must have wardship of the boy before he can be admitted.
7. Because of the active nature of our program, all boys must be in good physical health and be able to participate fully in athletics. Handicapped boys, epileptic boys and those requiring consistent medication are not considered for admission.
8. In the consideration of non-Catholic children, it must be clearly understood that we cannot provide them with separate religious services in accord with their religious denomination. A Protestant Chaplain is on the school staff and provides religious instruction and services for Protestant boys.

#### PER DIEM, TUITION AND ADMISSION FEES:

Admission Fee -- \$100 per boy

Educational tuition -- See below



Rates are based on operating expenditures and are supplemented by funds provided by the Knights of Columbus of Indiana.

Per diem rates are all inclusive except for initial clothing at the time of admission, dental work, and off campus medical expenses (hospital services, optical, psychiatric medication, etc.). Per diem charge is continued from date of admission until date of discharge. On-campus educational tuition is included in the per diem. Off-campus educational tuition (see transition program) is in addition to per diem.

All charges are discontinued 72 hours after a boy runs away unless the agency plans to return the boy to Gibault. Regular rates continue until discharge date is established. Expense in returning the boy to the institution will be charged to the agency.

Agencies are responsible for transportation charges on any boy for leaves, vacations, and return home after termination of placement.

#### APPLICATION PROCEDURES:

1. Placing agency is asked to submit a complete social history (guidelines available) describing the boy, his family, his problems. Along with the social history, psychiatric and psychological information on the boy as available, or as requested, is needed. If the boy is a tenth grade student, it is necessary to have school records submitted early in the referral process.
2. This information is then submitted to the Admissions Committee for a tentative decision regarding the boy's acceptability.
3. If the boy appears acceptable, the placing agency is so notified. They are then requested to complete the application process. They must then submit:
  - A. Completed application blank
  - B. Current social history of the boy. (Guidelines available)
  - C. Psychological and/or psychiatric report as available or requested
  - D. Baptism, Confirmation and First Communion certificates
  - E. RECENT dental report
  - F. RECENT medical report using the school's form
  - G. Medical agreement
  - H. Most recent school transcript
  - I. Copy of birth certificate
  - J. Social security number
  - K. Copy of court action establishing wardship
4. Upon receipt of the information designated above, and providing it is in proper order, official notification of acceptance and date of placement will be conveyed to the agency.

5. Pre-placement visits to Gibault are encouraged though we recognize that this is not possible in all cases due to distance and cost. This is not a requirement for admission unless it is specifically determined in regard to an individual case. Agencies who wish to bring boys for pre-placement visits, testing, and interviewing, do so after making the necessary arrangements.

#### SCHOOL RESPONSIBILITY TO PLACING AGENCY:

1. The school will notify agency of unusual difficulties that boys are experiencing during their placement. If a boy should run away, placing agency and the Indiana State Police will be notified immediately.
2. Each academic grading period, a copy of the boy's progress report concerning his academic progress as well as his conduct and social functioning will be sent to placing agency.
3. Near the end of a boy's placement, we will forward to the agency a detailed institutional adjustment report reviewing the boy's progress during the time of placement and making recommendations regarding his future treatment.
4. The school will contact placing agency when the boy is eligible for a home leave or vacation. The school will work closely with the placing agency in regard to these home visits. No boy will be permitted to have a leave or vacation without approval of placing agency.
5. Parents or guardians of children placed receive a letter from school indicating first visiting date and the guidelines the parents are expected to follow while the boy is in placement.
6. The school does have the staff and program to meet the requirements for Federal Emotionally Disturbed Children's Funds. We will cooperate with agencies in meeting these criteria. Agencies will have to assume financial responsibility for the cost of psychiatric evaluation which is required for this program.

#### AGENCY RESPONSIBILITY TO SCHOOL AND CHILD:

1. Agency is to properly prepare child and his family for placement.
2. The agency as a matter of routine should be our resource in regard to information concerning the family. They must be in position to advise us regarding family, school, and community environment so that our treatment program is more meaningful.
3. Placing agencies are responsible for seeing that the boys have an adequate supply of clothing at time of placement. Boys should have the amount of clothing as detailed on the school's clothing list. If the boy does not have these items, they will be purchased for him



at the time of admission and charged to the placing agency on the initial month's billing.

4. In the situation where a boy runs away, it will ordinarily be the responsibility of the placing agency to make arrangements for the return of the boy to the school.
5. When boys are eligible for home leave or vacation, placing agencies will be requested to approve such visitations and make financial arrangements for the boy's transportation. While boys are at home, they are to see their social worker or probation officer. Boys are permitted visits on the basis of their progress, home conditions, and what is considered best for their treatment. Therefore, close cooperation must be maintained in regard to such visitations.
6. The placing agency must assume total financial responsibility for the boy, including travel expense when the boy is to visit home or to go home on a permanent basis.

PARENTAL VISITATION, HOME VISITS: One of the most important concerns of an institutionalized boy is his home. Most boys should continue direct contact with his family through their monthly visits to him at Gibault.

Boys at Gibault will be eligible for weekend visits at home after having been at Gibault four months. Further home visits are arranged every 90 days. The purpose of these home visits is to enable him to renew family relationships. It also gives the social worker in placing agency an opportunity to interview the boy and help formulate plans for after-care services. These planned home visits are considered an integral part of the overall treatment. Boys who have been with us over one year may have special visits at Thanksgiving, Christmas and two weeks in August.

Boys remain in placement for at least one year, or until it is determined they have received optimum benefit.

Needless to say, not all boys can benefit from this type of program. We must, therefore, be selective in our admissions. Agency understanding of our program is necessary if they are to make proper referrals. Efforts are continually being made to update program and techniques of treatment so that we may most effectively meet the needs of the children we serve.

Other facts about Gibault School:

Founded in 1921 by the Knights of Columbus of Indiana

Capacity - Maximum 115

Licensed by Child Welfare Division, Indiana Dept. of Public Welfare

Educational program approved by Indiana State Dept. of Public Instruction

Member - Indiana Association of Residential Child Care Agencies

National Conference of Catholic Charities

Indiana Conference on Social Welfare

National Association of Homes for Boys

National Association of Youth Services

Location - School is located on U.S. Highway 41, three miles south of intersection of Interstate 70 and U.S. 41.